

DORCHESTER 4 SCHOOL DISTRICT

500 Ridge Street
St. George, SC 29477

GRADES PK-12

ENROLLMENT 2,400 Students

SUPERINTENDENT Renee Mathews 843-563-4535

BOARD CHAIR Dr. James Hodges 843-563-4535

FISCAL AUTHORITY District Board/County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	9	4	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This district met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Average	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

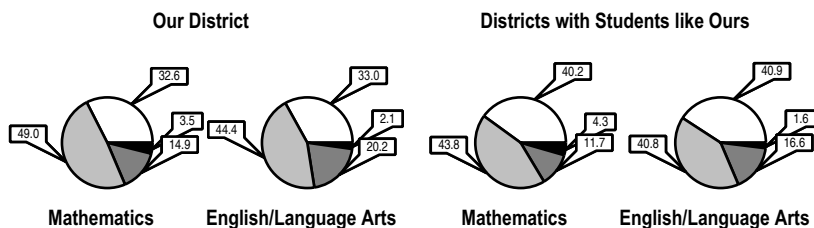
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	65.1	N/A	N/A	64.1	N/A	N/A
Passed 1 subtest	15.7	N/A	N/A	17.7	N/A	N/A
Passed no subtests	19.2	N/A	N/A	18.1	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	11.5	5.9
Seniors who met the SAT/ACT requirement	11.5	5.9
Seniors who met the grade point average	15.3	37.5

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,129	98.1	33.0	44.7	20.2	2.1	22.3
Gender							
Male	603	97.8	40.9	42.7	15.1	1.4	16.5
Female	526	98.5	23.9	47.0	26.2	2.9	29.0
Racial/Ethnic Group							
White	300	98.7	22.8	43.0	31.2	3.0	34.2
African-American	783	98.2	36.5	45.4	16.7	1.3	18.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	85.7	18.2	54.5	9.1	18.2	27.3
American Indian/Alaskan	27	96.3	34.6	42.3	15.4	7.7	23.1
Disability Status							
Not Disabled	960	98.5	29.6	45.6	22.4	2.3	24.8
Disabled	169	95.9	53.0	39.1	7.3	0.7	7.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,129	98.1	33.0	44.7	20.2	2.1	22.3
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,125	98.3	32.9	44.7	20.3	2.1	22.4
Socio-Economic Status							
Subsidized meals	902	97.8	35.8	45.3	17.6	1.3	19.0
Full-pay meals	225	99.6	21.7	42.0	30.9	5.3	36.2
Mathematics							
All Students	1,129	98.8	32.6	49.0	14.9	3.5	18.4
Gender							
Male	603	98.8	36.4	47.1	13.3	3.2	16.5
Female	526	98.7	28.2	51.2	16.7	3.9	20.6
Racial/Ethnic Group							
White	300	98.7	21.7	47.9	22.1	8.4	30.4
African-American	783	98.7	36.4	50.7	11.5	1.3	12.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	30.8	30.8	23.1	15.4	38.5
American Indian/Alaskan	27	100.0	40.7	22.2	33.3	3.7	37.0
Disability Status							
Not Disabled	960	99.0	28.1	51.2	16.8	3.9	20.7
Disabled	169	97.6	58.4	36.4	3.9	1.3	5.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,129	98.8	32.6	49.0	14.9	3.5	18.4
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,125	98.8	32.4	49.1	15.0	3.5	18.5
Socio-Economic Status							
Subsidized meals	902	98.6	35.9	48.8	12.8	2.6	15.4
Full-pay meals	225	99.6	19.3	49.8	23.7	7.2	30.9

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	168	99.4	23.5	44.4	28.8	3.3	32.0
	Grade 4	166	100.0	33.1	41.4	24.2	1.3	25.5
	Grade 5	212	99.5	43.0	48.7	8.3	N/A	8.3
	Grade 6	226	97.8	50.0	34.3	14.6	1.0	15.7
	Grade 7	177	97.2	42.9	47.6	9.5	N/A	9.5
	Grade 8	193	96.9	58.1	36.5	4.2	1.2	5.4
2004	Grade 3	179	97.8	13.8	40.2	41.4	4.6	46.0
	Grade 4	176	99.4	26.3	50.9	21.7	1.1	22.9
	Grade 5	176	97.7	23.3	52.9	22.7	1.2	23.8
	Grade 6	229	99.6	53.5	33.8	11.0	1.8	12.7
	Grade 7	223	96.9	40.0	48.4	10.2	1.4	11.6
	Grade 8	146	97.3	32.4	52.1	14.1	1.4	15.5

Mathematics								
2003	Grade 3	168	100.0	16.3	56.2	23.5	3.9	27.5
	Grade 4	166	100.0	27.4	52.2	13.4	7.0	20.4
	Grade 5	212	100.0	28.9	54.1	14.4	2.6	17.0
	Grade 6	226	99.6	44.3	39.8	11.9	4.0	15.9
	Grade 7	177	98.3	48.3	47.0	4.7	N/A	4.7
	Grade 8	193	99.5	54.4	43.9	1.2	0.6	1.8
2004	Grade 3	179	98.3	17.7	62.3	17.1	2.9	20.0
	Grade 4	176	99.4	24.0	49.1	19.4	7.4	26.9
	Grade 5	176	98.9	32.8	42.0	19.5	5.7	25.3
	Grade 6	229	99.1	32.2	47.6	16.3	4.0	20.3
	Grade 7	223	99.1	44.5	43.2	10.9	1.4	12.3
	Grade 8	146	97.3	43.0	51.4	5.6	N/A	5.6

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	191	90.6	20.8	38.2	31.2	9.8	41.0
Gender							
Male	100	89.0	23.6	40.4	30.3	5.6	36.0
Female	91	92.3	17.9	35.7	32.1	14.3	46.4
Racial/Ethnic Group							
White	57	91.2	7.7	40.4	38.5	13.5	51.9
African-American	130	91.5	26.1	37.8	27.7	8.4	36.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	163	92.6	14.6	39.7	35.1	10.6	45.7
Disabled	28	78.6	63.6	27.3	4.5	4.5	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	90.6	20.8	38.2	24.7	9.8	41.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	191	90.6	20.8	38.2	31.2	9.8	41.0
Socio-Economic Status							
Subsidized meals	133	88.7	23.7	39.8	28.0	8.5	36.4
Full-pay meals	58	94.8	14.5	34.5	38.2	12.7	50.9

Mathematics							
All Students	191	89.0	30.6	39.4	24.7	5.3	30.0
Gender							
Male	100	87.0	35.6	33.3	25.3	5.7	31.0
Female	91	91.2	25.3	45.8	24.1	4.8	28.9
Racial/Ethnic Group							
White	57	91.2	19.2	34.6	32.7	13.5	46.2
African-American	130	89.2	35.3	41.4	21.6	1.7	23.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	163	91.4	24.8	42.3	26.8	6.0	32.9
Disabled	28	75.0	71.4	19.0	9.5	N/A	9.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	89.0	30.6	39.4	24.7	5.3	30.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	191	89.0	30.6	39.4	24.7	5.3	30.0
Socio-Economic Status							
Subsidized meals	133	87.2	29.3	44.0	24.1	2.6	26.7
Full-pay meals	58	93.1	33.3	29.6	25.9	11.1	37.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	122	89.3%	131	11.5%	141	75.2%	N/A
Gender							
Male	66	90.9%	68	4.4%	74	73.0%	
Female	55	87.3%	63	19.0%	67	77.6%	
Racial/Ethnic Group							
White	28	100.0%	39	20.5%	29	79.3%	
African American	88	87.5%	88	8.0%	108	74.1%	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	
Hispanic	2	I/S	1	I/S	1	I/S	
American Indian/Alaskan	1	I/S	2	I/S	1	I/S	
Disability Status							
Not disabled	116	89.7%	130	11.5%	121	83.5%	
Disabilities other than speech	6	83.3%	1	I/S	20	25.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	119	89.1%	131	11.5%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	119	89.1%	131	11.5%	124	75.8%	
Socio-Economic Status							
Subsidized meals	64	82.8%	102	7.8%	88	72.7%	
Full-pay meals	56	96.4%	29	24.1%	53	79.2%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	89.3%	92.0%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	141	209
Number of Diplomas	106	148
Rate	75.2%	73.0%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	425	445	441	443	866	888
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.1	14.7	17.1	16.1	16.0	14.9	17.3	16.1	16.8	15.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,400)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	7.4%	Up from 6.3%	6.6%	5.3%
Attendance rate	96.2%	Up from 93.6%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.7%		7.9%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.6%		6.8%	5.1%
Eligible for gifted and talented	7.0%	Up from 6.1%	6.9%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.9%	Up from 10.0%	11.0%	10.9%
Older than usual for grade	6.3%	Up from 6.2%	6.6%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.1%	Up from 3.1%	2.0%	1.1%
Enrolled in AP/IB programs	3.1%	Down from 3.9%	7.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	8	Down from 26	160	157
Completions in adult education GED or diploma programs	16	Up from 10	16	39
Annual dropout rate	1.9%	Down from 5.8%	2.6%	2.9%
Teachers (n= 178)				
Teachers with advanced degrees	55.1%	Up from 43.5%	46.9%	50.0%
Continuing contract teachers	84.3%	Up from 80.1%	81.6%	84.6%
Highly qualified teachers**	89.0%	N/A	91.7%	92.5%
Teachers with emergency or provisional certificates	8.8%		8.4%	4.4%
Teachers returning from previous year	88.2%	Up from 87.2%	87.9%	89.9%
Teacher attendance rate	93.1%	Up from 93.0%	94.2%	94.7%
Average teacher salary	\$41,053	Up 3.5%	\$38,559	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.7%	0.3%
Prof. development days/teacher	9.3 days	Down from 14.6 days	12.2 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 20.0 to 1	20.0 to 1	21.0 to 1
Prime instructional time	87.5%	Up from 85.6%	88.3%	89.5%
Dollars spent per pupil*	\$8,570	Down 0.2%	\$7,775	\$7,217
Percent of expenditures for teacher salaries*	54.0%	Down from 54.9%	54.1%	55.6%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	68.6%	Down from 70.2%	93.9%	97.3%
Number of schools	4	No change	6	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	5.8%	Down from 6.0%	5.7%	4.3%
Average age in years of school facilities	26	Down from 43	29	26
Number of schools with SACS accreditation	4	No change	4	8
Average administrator salary	\$69,973		\$63,642	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	43.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

This report is designed to keep our constituents informed of the progress made by our school district. The 2003-2004 school year in Dorchester School District Four has seen gains in the academic performance of our students, increased parental involvement, and more vibrant school environments. The district staff, school faculty, administrators, and the Board of Trustees continue to be committed to helping our students prepare for the demands of a global society.

We are proud to report....

The emergence of strong leadership within our individual schools from faculty and staff

Standardized curriculum guides aligned with State Standards

Pacing Guides and definitive assessment items for aligned curriculum

Improved SAT scores

Rigorous professional development activities by our teachers and administrators

Increased National Board Certification efforts

Significant federal and state grant awards

The belief that all students can learn and possess the potential to be contributing members of society is one of our core beliefs. We strive to ensure that learning takes place so that each student prepares for a fulfilling and productive life in a global and technological society.

I encourage parents, community members, teachers, and students to utilize the information contained in this report card as a tool to build an even stronger educational system for the children of Dorchester School District Four.

Mary Rice-Crenshaw, Ed.D